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ABSTRACT

During the 1979-1980 school year, the Rafael Cordero Bilingual School (RCBS) operated in a New York City junior high school whose student body was composed of approximately 80 percent Spanish-dominant and 20 percent English-dominant students. The educational program of RCBS was comprised of five components: (1) bilingual instruction in all school subject areas; (2) staff development; (3) curriculum development; (4) parent education and participation; and (5) guidance. RCBS also ran a bilingual arts program and a career awareness project. The program was evaluated through data derived from standardized tests of student achievement in English and Spanish reading and mathematics and an attitude scale. Findings indicated that the program goals in academic areas were attained. No significant change in student attitudes toward achievement motivation were found. Tables of data are included. The bilingual attitude measure is appended. (MK)

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FINAL EVALUATION REPORT
for the
COMMUNITY SCHOOL DISTRICT #4
ESEA TITLE VII RAFAEL CORDERO
BILINGUAL SCHOOL PROGRAM

1979-80

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INTRODUCTION

The Rafael Cordero Bilingual School (RCBS) is a model ESEA Title VII bilingual-bicultural education program located at J.H.S. 45 in Community School District 4. This program was designed to address the individual growth needs of and to provide bilingual instruction to a student body composed of approximately 80% Spanish-dominant and 20% English-dominant students. The importance of this school is reflected in its goal to prepare students for life and for participation in high school by providing an effective bilingual approach to education.

PROGRAM DESCRIPTION

The Rafael Cordero Bilingual School's educational program is composed of the following components: Instructional, Staff Development and Training (the BETTER Program). Curriculum Materials Development, Parent Education and Participation Program (the PEP Program), and a Guidance component. The instructional component contains several specialized subcomponents such as the BETA Program (Bilingual Education Through the Arts), which emphasizes media and media-related training, and the I-CAN Program (Instruction in Career Awareness Now).

The instructional component is based on homogeneous grouping in the seventh and eighth grades. Students are placed in one of five groups by educational background and linguistic ability. Each subject area is programmed to meet during the same class period in the day. This meets the need to individualize programs for students

as well as create greater flexibility in the design of the program. Students are grouped on the basis of an initial period of testing and diagnostic evaluation by teachers and staff. During the year they are re-evaluated by the staff and regrouped as often as is educationally necessary.

The School is also organized into ten official, heterogeneously grouped classes to provide for interaction between Spanish-dominant and English-dominant students. These groups not only serve as home-room groups, but they also provide a context for instruction in secondary curriculum areas, e.g., art, music, recreation, guidance, and industrial and commercial arts.

The entire staff, teachers and paraprofessionals, participate in ongoing, comprehensive in-service training and staff development, as part of the BETTER Personnel component. Each staff member also has the opportunity to conduct workshops for the other members of the staff. In addition to the weekly sessions, teachers participate in several weekend workshops aimed at developing skills in each of their subject area fields. They also matriculate in teacher-training programs at local universities. The overall goal of training and staff development is to enhance teacher and other instructional staff competencies, skills, understanding and attitudes so that the staff can better achieve the goals and objectives of the instructional component.

PROJECT STAFF

During the 1979-80 academic year, the Project staff supported under ESEA Title VII funding consisted of the following individuals: a Project Director, a Teacher Trainer, a Media Coordinator, a Guidance Counselor, four Bilingual Resource Teachers, a Community Liaison person, a school secretary, and three educational assistants.

Meetings and training sessions for the staff were arranged by the Director and Teacher Trainer. Classroom observations and evaluation activities were shared by the Director and Teacher-Trainer. In addition, the Director scheduled tests, arranged schedules and shared responsibility for the daily operation of the program. Record-keeping was supervised by the Director and the Teacher Trainer.

PROGRAM OBJECTIVES

RCBS program objectives were set forth by grade level in terms of student achievement gains and student attitude change as follows:

Seventh grade students will demonstrate:

1. Significant gains in reading achievement ($p \leq .05$).
2. Significant gains in math achievement ($p \leq .05$).
3. Significant gains in Spanish reading achievement ($p \leq .05$).
4. More positive attitudes toward achievement ($p \leq .05$).

Eighth grade students will demonstrate:

5. Significant gains in reading achievement ($p \leq .05$).

6. Significant gains in math achievement ($p \leq .05$).

7. Significant gains in Spanish reading achievement ($p \leq .05$).

8. More positive attitudes toward achievement ($p \leq .05$).

EVALUATION METHODOLOGY

Target Population

During the 1979-80 year, RCBS served approximately 250 students who were either mandated to participate in a bilingual program by the Consent Decree between Aspira and the New York City Board of Education or whose parents wished them to participate in a bilingual program. Most of the English-dominant students were of Puerto Rican or other Hispanic origin and were Spanish-speaking to varying degrees. The school enrolled two somewhat distinct groups of "Spanish-dominant" students:

1. Spanish-speaking students who were clearly Spanish-dominant in all language skills and in all domains of language use (home vs. school, academic study vs. social interaction, speaking-understanding vs. reading-writing, etc.). These students tended to be fairly recent arrivals from Spanish-speaking areas.

2. Students who were dominant in Spanish in some language skills while dominant in English in other skills. These students were mostly natives of New York City or long-time residents. Some of these students have had prior schooling principally in programs, using English as the medium of intruction, though their home language had been Spanish. Most of these students were mandated to be in programs of bilingual instruction by the Aspira Consent Decree.

Data Collection

The California Achievement Tests in reading and mathematics

were administered on a pre-post basis. Pupils were pretested in June, 1979 and posttested in April, 1980, following the schedule of the city-wide testing program. Only eighth grade students were posttested in mathematics. To assess achievement in Spanish reading, both seventh and eighth grade students were pre and posttested with the Prueba de Lectura from the Inter-American Series.

In addition, the Attitude Scale for Bilingual Students was administered to seventh and eighth grade students during October, 1979 and May, 1980 respectively as pre and posttests in order to assess change in student achievement motivation (See appendix for copy of scale and scoring procedure).

Formative evaluation data were collected by an evaluation consultant from Jeffgo Evaluation Services during on-site visits. During these visits, informal classroom observations and teacher interviews were conducted. Additionally, RCBS curriculum materials were examined and evaluated.

Data Analysis

For both seventh and eighth grade scores, pre and posttest means and standard deviations were computed for raw scores and grade equivalents, as available. For the CAT, only grade equivalents were used for these calculations, while for the Prueba de Lectura both raw scores and grade equivalents were used. Data analyses, therefore, consisted of correlated t-tests and the Bond and Singer Historical Regression technique. Historical regression analyses of the CAT scores were performed to assess reading and mathematics achievement growth. The significance of the mean difference between

the predicted and actual posttest scores were then examined. For the Prueba de Lectura scores both correlated t-tests and historical regression analyses were performed.

RESULTS

Tables 1-8 present t-test and historical regression results of the analyses for both seventh and eighth grade students. Table 9 provides a summary of all analyses. As shown by these Tables, for the seventh grade group, Objectives 1 and 3 were achieved; Objective 2 was not achieved, as no posttest data were available. For the eighth grade group, Objectives 5-7 were achieved. Objectives 4 and 8 were not achieved, since no significant positive changes in attitude were detected. More detailed discussion of results follow the presentation of each Table.

California Achievement Test (CAT) Reading

Table 1 Grade 7

G.E.

	Pre	Post
N	110	117
Mean	4.79	5.90
St. Dev.	1.36	1.63

N= 105 students who took both Pre and Post

G.E.

	Pre	Post
Mean	4.83	5.89
St. Dev.	1.37	1.65

Paired t-Test Diff = 1.06
t = 8.97
Df = 104
$p \leq .001$

A total of 105 7th grade students took the California Achievement Test in reading. The achievement in reading was excellent. The actual posttest mean of 5.89 exceeded the predicted posttest mean 5.39 by .50, which was highly significiant ($p \leq .001$). Thus, Objective 1 was achieved.

CAT Mathematics

Table 2 Grade 7

G.E.

	Pre	Post
N	107	
Mean	5.50	
St. Dev.	1.26	

N= 0 students who took both pre and post

Only 107 pre-test grade equivalent scores were available on the 7th grade level. The mean score was 5.50; the standard deviation 1.26. Thus, Objective 2 was not achieved.

Prueba de Lectura (Spanish Reading)

Table 3 Grade 7

	Raw		G.E.	
	Pre	Post	Pre	Post
N	95	118	95	118
Mean	32.01	40.81	4.74	5.69
St. Dev.	19.07	24.20	2.19	2.44

N = 93 students who took both Pre and Post

	Raw		G.E.	
	Pre	Post	Pre	Post
Mean	32.36	40.17	4.78	5.66
St. Dev.	19.11	22.47	2.19	2.24

Paired t-Test	Diff = 7.81 t = 6.46 Df = 92 $p \leq .001$	Diff = .877 t = 5.71 Df = 92 $p \leq .001$

A total of 93 7th grade students took the pre and posttests of the Prueba de Lectura. Analyses were made for both raw scores and grade equivalents. The raw score data indicate highly significant ($p \leq .001$) gain in achievement. There was a difference of 7.81 between the mean pretest and posttest scores. The t-value was 6.46.

In regard to the grade equivalent analysis the actual posttest mean score of 5.66 exceeded the predicted posttest mean score 5.33 by .33, a significant improvement ($p \leq .01$). Thus, the achievement in Spanish reading by the 7th graders was excellent, and Objective 3 was achieved.

Achievement Motivation

Table 4 Grade 7

Raw

	Pre	Post
N	38	38
Mean	56.97	57.03
St. Dev.	6.02	5.07

N = 38 students who took both Pre and Post

Raw

	Pre	Post
Mean	56.97	57.03
St. Dev.	6.02	5.07

Paired t-Test

Diff = .06
t = .064
Df = 37
p = No significant improvement

As only raw scores were available for 38 7th graders who took the achievement motivation test, no historical regression analysis was possible nor desirable, as this was an attitudinal survey. Correlated t-test results showed no significant change in student attitudes. Thus, Objective 4 was not achieved.

California Achievement Test (CAT) Reading

Table 5 Grade 8

	G.E. Pre	G.E. Post
N	110	120
Mean	5.76	7.36
St. Dev.	1.71	1.93

N = 109 students who took both Pre and Post

	G.E. Pre	G.E. Post
Mean	5.77	7.53
St. Dev.	1.71	1.83

Paired t-Test

Diff = 1.76
t = 14.23
Df = 108
$p \leq .001$

A total of 109 8th grade students took both the Pre and Post California Achievement Test in reading. The achievement in reading was excellent. The actual posttest mean of 7.53 exceeded the predicted posttest mean 6.42 by 1.11, which was highly significant ($p \leq .001$). Thus, Objective 5 was achieved.

Table 6 Grade 8

G.E.

	Pre	Post
N	107	119
Mean	5.62	6.95
St. Dev.	1.25	1.54

G.E.

	Pre	Post
Mean	5.64	7.02
St. Dev.	1.26	1.58

Paired t-Test

Diff = 1.38
t = 12.53
Df = 103
$p \leq .001$

A total of 104 8th grade students took the California Achievement Test in math. The achievement in math was excellent. The actual posttest mean of 7.02 exceeded the predicted posttest mean 6.20 by .82, which was statistically significant ($p \leq .001$). Thus, Objective 6 was achieved.

Table 7 Grade 8

	Raw		NCE or G.E.	
	Pre	Post	Pre	Post
N	103	114	103	114
Mean	46.68	53.50	6.31	6.93
St. Dev.	24.02	27.24	2.24	2.50

N = 99 students who took both Pre and Post

	Raw		G.E.	
	Pre	Post	Pre	Post
Mean	47.47	53.99	6.39	6.96
St. Dev.	24.05	28.41	2.23	2.62
Paired t-Test	Diff = 6.525 t = 3.89 Df = 98 $p \leq .001$		Diff = .57 t = 3.35 Df = 98 $p \leq .001$	

A total of 99 8th graders took the pre and posttest of the Prueba de Lectura test (Spanish Reading). Analyses were made for raw scores and grade equivalents.

There was a mean difference of 6.53 for raw score values on the pre and posttest. These highly significant data ($p \leq .001$) indicate excellent achievement.

For grade equivalents, there was a highly significant improvement of .57, but the actual posttest mean 6.96 fell .07 short of realizing the predicted posttest mean of 7.03. Thus, Objective 7 was achieved in the raw score analysis, but not in the historical regression analysis.

Table 8 Grade 8

Raw

	Pre	Post
N	70	70
Mean	57.34	58.54
St. Dev.	7.04	6.50

N = 70 students who took both Pre and Post

Raw

	Pre	Post
Mean	57.34	58.54
St. Dev.	7.04	6.50

Paired t-Test		
	Diff	= 1.20
	t	= 1.28
	Df	= 69
	p	= .10

A total of 70 8th grade students took the achievement motivation test. The students showed a gain of 1.20 on the posttest, but the data were not statistically significant. Thus, Objective 8 was not achieved.

Statistical Summary

Table 9

	TEST	GRADE LEVEL	N	PRE-TEST MEAN	PRE-TEST ST. DEV.	POST-TEST MEAN	POST-TEST ST. DEV.	DIFF. SCORE	T-TEST	PREDICTED POST-TEST MEAN	DIFF. SCORE	T-TEST
1.	Achievement Motivation	7	38	56.97	6.02	57.03	5.07	.06	.064		RAW SCORES ONLY	
2.	Achievement Motivation	8	70	57.34	7.04	58.54	6.50	1.20	1.28		RAW SCORES ONLY	
3.	Calif. Ach. Test Reading	7	105	4.83	1.37	5.89	1.65	1.06	8.97***	5.39	.50	4.21***
4.	C.A.T.-Math	7	(107)	5.50	1.26	PRE-ONLY		------			-----	
5.	Prueba-Spanish	7	93	32.36	19.11	40.17	22.47	7.81	6.46***		RAW SCORE VALUES	
6.	Prueba-Spanish	7	93	4.78	2.19	5.66	2.24	.88	5.71***	5.33	.33	2.52**
7.	C.A.T.-Reading	8	109	5.77	1.71	7.53	1.83	1.76	14.23***	6.42	1.11	8.92***
8.	C.A.T.-Math	8	104	5.64	1.26	7.02	1.58	1.38	12.53***	6.20	.82	7.42***
9.	Prueba-Spanish	8	99	47.47	24.05	53.99	28.41	6.53	3.89***		RAW SCORE VALUES	
10.	Prueba-Spanish	8	99	6.39	2.23	6.96	2.62	.57	3.35***	7.03	-.07	-.42

*** SIGNIFICANCE $P \leq .001$
** SIGNIFICANCE $P \leq .01$
* SIGNIFICANCE $P \leq .05$
OTHERWISE NOT SIGNIFICANT

As table 9 indicates, the overall achievement was excellent. Three tests were given at 2 grade levels. The evaluation criterion was achieved in all cases except for the achievement motivation test for the 7th and 8th grade levels, and the Prueba de Lectura test (8th grade) in which the criterion was missed by a scant .07.

CONCLUSIONS

Based on these student data, it can be concluded that RCBS was successful in achieving its Program objectives. In terms of reading achievement, both seventh and eighth graders showed significant pre to post improvement; eighth graders also demonstrated significant pre to post gains in mathematics achievement. In addition, historical regression analysis revealed that both seventh and eighth grade students demonstrated substantial growth in reading achievement, as evidenced by the significant mean differences between the predicted and actual posttest grade equivalents. Similar results were found in eighth grade mathematics achievement, where a significant gain was achieved.

In the area of Spanish reading achievement, both seventh and eighth graders achieved significant pre to post gains. The only analysis where no significant differences were detected occurred when predicted and actual posttest mean scores were examined for eighth grade students.

In achievement motivation, however, no significant change in attitude was found for either seventh or eighth grade students. These results were not surprising, since no treatment was applied to directly change student attitudes. In addition, it has been well-documented that attitudes are not easily changed, particularly in relatively short periods of time.

The records examined, the interviews conducted and the classes observed also support the impression that the RCBS bilingual education program was successful in achieving its stated objectives. The staff

was highly competent and closely involved with the students in terms of providing good teaching and creating an environment of acceptance and support. Students were occupied in productive activities and student-teacher communication was extensive.

The academic performance of the students in their oral and written work was impressive. Yet it was noted that there were students who appeared to be capable of performing on a higher level than was required of them. Although this is an opinion based on the performances of a limited sampling of students observed during four classroom visits, some teachers later stated that there is a significant number of students who have the potential to benefit from more advanced and more appropriate material. This suggests that the capabilities of some students are not being properly identified and developed. It also suggests that a reexamination of the program's diagnostic instruments, (i.e., tests, interviews, etc.) placement procedures and implementation of curricula be reexamined.

Recommendations

In keeping with the opinion that the Rafael Cordero School has achieved success on many levels and in the interest of bilingual education programs directed toward the achievement of the highest possible goals for all of its students, the following recommendations are offered:

1. Continue to work toward obtaining reliable instruments and effective procedures for diagnosing students proficiency, i.e., listening, speaking, reading and writing, in both Spanish and English.

2. Continue to evaluate and adapt diagnostic instruments to meet the realities of the Rafael Cordero School situation.

3. Improve procedures for placing students in classes, regardless of grade level, which best meet their needs and which maximize their potential.

4. Improve academic achievement through counseling and discovery techniques.

5. Improve motivation and heighten aspiration by involving students more in the selection of materials and planning of learning units.

6. Obtain or create appropriate means of evaluating the redesigned aspects of the program. (Apparently some modifications of the program have been introducted).

7. Re-examine the implications of the scores of all the current tests in order to determine their validity and meaning for RCBS.

8. Re-examine the situation regarding teacher-training and teachers' conferences. Increase or institute such activities on a regular basis.

9. Re-examine and regularize system of classroom observations and teacher evaluations.

10. Re-examine record-keeping systems in terms of availability and significance of data.

11. Assess the educational and other needs of the so-called "mixed dominance" or "Aspira" students and plan an instructional program based on the identified needs, and then implement and evaluate these programs.

12. Provide management training for administrators and non-administrators working at the Rafael Cordero Bilingual School.

APPENDIX

ATTITUDE SCALE FOR BILINGUAL STUDENTS

Instruction Booklet

READ THE FOLLOWING INSTRUCTIONS TO THE STUDENTS

"This is not a test. There are no right or wrong answers. This questionnaire gives you an opportunity to say how you feel about your school -- the Rafael Cordero Bilingual School -- and how you feel about things like studying, being a teen-ager and your future."

"Fill in the blanks at the top of your answer sheet with GRADE, AGE, SEX (put F for female and M for male), CLASS (your official class), GROUP (your English-social studies group) and PRINCIPAL HOME LANGUAGE or the language used most in your home (put S for Spanish and E for English)."

"I will read a sentence and then four possible ways to complete it. The four choices are written on your answer sheet. Listen while I read each sentence and follow on your answer sheet as I read the four answers. Mark with an X the block before the answer that best describes how you really feel. Mark only one answer. Try to mark your answer quickly without thinking too much about it. Remember, there are no right or wrong answers."

"Let's do the example. For practice let's all mark the block for 'Sort of fat.' Listen."

"I like to read books that are... A. Very fat B. Sort of fat C. Sort of thin D. Very thin."

CHECK TO SEE THAT ALL STUDENTS HAVE MARKED BLOCK B FOR "Sort of fat," AND PROCEED.

1. I go to school mainly to...
   A. See my friends
   B. Have a good time
   C. Please my parents
   D. Get a good education

2. If someone told me what my class next year would be like I would be...
   A. Very interested
   B. Sort of interested
   C. Only a little interested
   D. Not interested at all

3. I think about finishing high school...
   A. Very often
   B. Sometimes
   C. Rarely
   D. Never

4. I feel that most teachers like me...
   A. Very much
   B. A lot
   C. A little
   D. Not at all

5. I like to take trips to new places...
   A. Very much
   B. A lot
   C. A little
   D. Not at all

6. The books used in our school are...
   A. Too difficult
   B. Sort of difficult
   C. Sort of easy
   D. Too easy

7. I feel that being bilingual will help me when I grow up...
   A. Very much
   B. A lot
   C. Some
   D. It doesn't matter

8. I like to tell my family and friends about what I am learning in school...
   A. Always
   B. Often
   C. Sometimes
   D. Rarely or never

9. When I stay home from school I usually feel...
   A. Very happy
   B. Sort of happy
   C. Sort of sad
   D. Very sad

10. I like for the teacher to call on me in class...
   A. Very often
   B. Sometimes
   C. Rarely
   D. Not at all

11. If I heard my parents talking about the kind of job that I might have some day, I would be...
   A. Very interested
   B. Sort of interested
   C. Only a little interested
   D. Not interested at all

12. If my friends made fun of me for using big words, I would feel...
   A. Very embarrassed
   B. Sort of uncomfortable
   C. Sort of mad
   D. It wouldn't matter

13. I try to come to school on time...
    A. Always
    B. Most of the time
    C. Some of the time
    D. Never

14. If I discussed a newspaper story with my teacher, I would feel...
    A. Very good
    B. Sort of good
    C. Only a little good
    D. It wouldn't matter

15. I like to talk to people who have accomplished great things...
    A. Very much
    B. A lot
    C. A little
    D. Not at all

16. I like to help my friends with their schoolwork...
    A. A lot
    B. Sometimes
    C. Not much
    D. Never

17. If I could make my teacher very happy by solving a math problem I would want to...
    A. Try very hard
    B. Try sort of hard
    C. It wouldn't matter
    D. Try to get it wrong

18. When I finish high school I would like to...
    A. Take it easy
    B. Get married
    C. Get a good job
    D. Go to college

19. If I read my parents a story I had written for them, I would feel...
    A. Very proud
    B. Sort of proud
    C. A little proud
    D. It wouldn't matter

20. When it's hard to understand a new idea, I want to...
    A. Try harder
    B. Ask for help
    C. Do something else
    D. Give up

21. When I have a big assignment I want to...
    A. Finish it as soon as possible
    B. Work on it when I can
    C. Finish it at the last minute
    D. Turn it in late

22. When I watch a television program I try to think what I would do if I were the main character...
    A. Always
    B. Often
    C. Rarely
    D. Never

23. When I don't know how to spell a word, I...
    A. Use another word
    B. Guess
    C. Ask someone
    D. Look in a dictionary

24. I believe that there are some things that I'm better off <u>not</u> knowing...
    A. Strongly agree
    B. Agree
    C. Disagree
    D. Strongly disagree

25. To answer this question you must fill in the blank in the following sentence:

    When I grow up I want to be a _____.

ANSWER SHEET

GRADE_____ AGE_____ SEX_____ CLASS_____ GROUP_____ PRINCIPAL HOME LANGUAGE_____

EXAMPLE:
- ☐ A. Very fat
- ☐ B. Sort of fat
- ☐ C. Sort of thin
- ☐ D. Very thin

1. ☐ A. See my friends
   ☐ B. Have a good time
   ☐ C. Please my parents
   ☐ D. Get a good education

2. ☐ A. Very interested
   ☐ B. Sort of interested
   ☐ C. Only a little interested
   ☐ D. Not interested at all

3. ☐ A. Very often
   ☐ B. Sometimes
   ☐ C. Rarely
   ☐ D. Never

4. ☐ A. Very much
   ☐ B. A lot
   ☐ C. A little
   ☐ D. Not at all

5. ☐ A. Very much
   ☐ B. A lot
   ☐ C. A little
   ☐ D. Not at all

6. ☐ A. Too difficult
   ☐ B. Sort of difficult
   ☐ C. Sort of easy
   ☐ D. Too easy

7. ☐ A. Very much
   ☐ B. A lot
   ☐ C. Some
   ☐ D. It doesn't matter

8. ☐ A. Always
   ☐ B. Often
   ☐ C. Sometimes
   ☐ D. Rarely or never

9. ☐ A. Very happy
   ☐ B. Sort of happy
   ☐ C. Sort of sad
   ☐ D. Very sad

10. ☐ A. Very often
    ☐ B. Sometimes
    ☐ C. Rarely
    ☐ D. Not at all

11. ☐ A. Very interested
    ☐ B. Sort of interested
    ☐ C. Only a little interested
    ☐ D. Not interested at all

12. ☐ A. Very embarrassed
    ☐ B. Sort of uncomfortable
    ☐ C. Sort of mad
    ☐ D. It wouldn't matter

13. ☐ A. Always
    ☐ B. Most of the time
    ☐ C. Some of the time
    ☐ D. Never

14. ☐ A. Very good
    ☐ B. Sort of good
    ☐ C. Only a little good
    ☐ D. It wouldn't matter

15. ☐ A. Very much
    ☐ B. A lot
    ☐ C. A little
    ☐ D. Not at all

16. ☐ A. A lot
    ☐ B. Sometimes
    ☐ C. Not much
    ☐ D. Never

17. ☐ A. Try very hard
    ☐ B. Try sort of hard
    ☐ C. It wouldn't matter
    ☐ D. Try to get it wrong

18. ☐ A. Take it easy
    ☐ B. Get married
    ☐ C. Get a good job
    ☐ D. Go to college

19. ☐ A. Very proud
    ☐ B. Sort of proud
    ☐ C. A little proud
    ☐ D. It wouldn't matter

20. ☐ A. Try harder
    ☐ B. Ask for help
    ☐ C. Do something else
    ☐ D. Give up

21. ☐ A. Finish it as soon as possible
    ☐ B. Work on it when I can
    ☐ C. Finish it at the last minute
    ☐ D. Turn it in late

22. ☐ A. Always
    ☐ B. Often
    ☐ C. Rarely
    ☐ D. Never

23. ☐ A. Use another word
    ☐ B. Guess
    ☐ C. Ask someone
    ☐ D. Look in a dictionary

24. ☐ A. Strongly agree
    ☐ B. Agree
    ☐ C. Disagree
    ☐ D. Strongly disagree

25. When I grow up I want to be a _____

_____

ESCALA DE ACTITUDES PARA ESTUDIANTES BILINGÜAL

Folleto de Instrucciones

LEA A LOS ESTUDIANTES LAS SIGUIENTES INSTRUCCIONES

"Ésto no es examen. No hay contestaciones correctas o falsas. Este cuestionario les da una oportunidad para decir como se siente Ud. sobre su escuela -- la Escuela Bilingüe Rafael Cordero -- y como se siente sobre cosas como estudiar, ser un joven y su futuro."

"Llene los espacios de arriba de la hoja de contestactiones con su GRADO, EDAD, SEXO (ponga una F para mujer y una M para hombre), CLASE (su clase oficial), GRUPO (su grupo de inglés y estudios sociales) y el LENGUAJE PRINCIPAL DE CASA o el lenguaje que más se use en su casa (ponga una S para el español y una E para el inglés)."

"Yo voy a leer una oración y luego cuatro maneras posibles de completarla. Las cuatro alternativas están en su hoja de contestaciones. Escuchen mientras yo leo cada oración y sigue en su hoja de contestaciones mientras yo leo las cuatro repuestas. Marque con una X el bloque en frente de la contestación que mejor describe como Ud. verdaderamente se siente. Marque solamente una contestación. Trate de marcar sus contestaciones rapodamente sin pensar sobre ellas. Acuérdese que no hay contestaciones correctas o incorrectas."

"Vamos a hacer el ejemplo. Para practicar marcamos todos el bloque para 'Un poco gruesos.' Escuchen."

"A mi me gusta leer libros que son... A. Bien gruesos B. Un poco gruesos C. Un poco delgados D. Bien delgados."

SEGÚRESE DE QUE TODOS HAN MARCADO EL BLOQUE B PARA "Un poco gruesos," Y SIGUE.

SCALE FOR SCORING ITEM NO. 25

ATTITUDE SCALE FOR BILINGUAL STUDENTS

Ranking of Occupations

Question No. 25: "When I grow up I want to be a _____?"

Rating	General Description	Subcategories and Examples
5	Highest Professional and Proprietary	Select Professionals: medical doctor, lawyer, scientist, university professor Proprietors of large businesses, executives and managers in large corporations High level public officials: president, governor, mayor, congressman, cabinet member, supreme court judge, etc.
4	Middle Professional and Proprietary	All professionals not included in 5 and not appropriate for 3: Teacher, policeman, pilot, detective, Architect, Dentist, Optomotrist, Fireman, Comissioned Officer, Engineer, Accountant, Veternarian, Journalist, Writer, News Reporter, account executive, etc. Proprietors of medium-sized businesses, executives, managers, labor union leaders Middle level public officials: city councilmen, assemblemen, police commissioner
3	Don't Know, etc.	
3	Clerical and Kindred Workers; Office Workers; "White-collared" Middle Class Occupations; and Small businessmen	Secretary, bank teller, assistant account executive, administrative assistant, etc. Low level public officials Proprietors of small businesses: grocery store owner, owner of funeral parlor, farmer, etc.
2	Skilled, Technical Workers/Craftsman	Aviation mechanic, draftsman, nurse, private dectective, non-commissioned military personnel, model, photographer, baseball player and other "stars," actress, undertaker, etc.
1	Semi-skilled and other Laborers	Taxi driver, auto mechanic, garbage man, housewife, beautician, clerk, typist, etc.
0	Frivolous Occupations	E.g., junkie, mujeriego, etc.